

## RELATIONSHIP BETWEEN CHILDREN'S ENERGY AND MOTHER'S TEMPERAMENT

REETU DEVI<sup>1</sup>, SHANTI BALDA<sup>2</sup> & PINKI RANI<sup>3</sup>

<sup>1</sup>Research Scholar, Department of Human Development and Family Studies, College of Home Science,  
CCS Haryana Agricultural University, Hisar, Haryana, India

<sup>2</sup>Professor, Department of Human Development and Family studies, College of Home Science,  
CCS Haryana Agricultural University, Hisar, Haryana, India

<sup>3</sup>Assistant Professor, Department of Home Science at FGM Government College,  
Adampur, Haryana, India

### ABSTRACT

*The present study was conducted in Haryana state of Hisar District. From Hisar district village Dobhi was selected purposively. 50 boys and 50 girls in the age group of 6 to 8 years and their mothers were selected randomly from village Dobhi. Hence, the total sample for the study was 200 (50 boys and 50 girls and 100 mothers). There were two types of variables in the study, i.e. independent and dependent variable. A dependent variable is a variable presumed to be affected by one or more independent variables. Mother-child Interaction was taken as the dependent variable. Inventory was prepared and used. The result revealed that Children's emotionality was positively significantly correlated with sociability (0.18\*) reflective (0.19\*), responsible (0.22\*) and cooperative (0.19\*) dimensions of mother's temperament. Although not significant, a positive trend was observed between children's emotionality and ascendant, placid, accepting, persistence, warmth and tolerance dimensions of maternal temperament.*

**KEYWORDS:** Temperament, Emotions, Sociability, Warmth, Tolerance & Mother's Temperament

**Received:** Apr 06, 2018; **Accepted:** Apr 27, 2018; **Published:** May 05, 2018; **Paper Id.:** IJESRJUN20187

### INTRODUCTION

The temperament can be defined as innate or early-appearing individual differences in emotional and behavioral responses (e.g., Thomas and Chess, 2007). These differences manifest in the threshold, intensity, and duration of individuals' reactions to environmental and internal stimuli and in the self-regulation processes that modulate these reactions (Rothbart, 2011). The manifestations of individual characteristics develop across time and situations as a result of maturation and socialization processes and individual experiences of various situations and environments (Putnam et al., 2012). According to this model, there are three broader dimensions of temperament. Extraversion refers to characteristics related to positive emotionality and approach behavior. Individuals with high extraversion have rapid responses, seek intense stimuli, and are comfortable with new people and situations. Negative effectivity refers to individual differences in the threshold, intensity, and recovery of negative emotions. Individuals with high negative affectivity are sensitive to negative environmental cues and

prone to experience and dwell on intense negative feelings when, for example, confronted with disappointments. Effortful control refers to the self-regulative aspect of temperament (Rothbart et al., 2001). High effortful control enables individuals to direct and maintain attention and to control their behavioral and affective responses. In other words, the structure of adult personality is presumed to emerge from an early temperament that serves as a basis for personality development (Costa and McCrae, 2000).

The child with an easy temperament is always cheerful, easily accepts new foods, and makes little fuss about ordinary frustration and smiles at everyone. The child with a difficult temperament does not establish regular eating and sleeping patterns, requires a long time to new routines, is happy and unfriendly, is likely to throw tantrums at the slightest frustration. The child with slow-to-warm temperament does not take to most new offerings the first time but given time, the child will become interested in and even enjoy, these additions to his or her life. These children are mild in their reaction and they are somewhat irregular in habits.

Rothbart and Bates (2006) reported that if one child is described as cheerful and upbeat, another can be described as active and energetic, and still others as calm, cautious, persistent, or prone to angry outbursts. All these behavior styles are referred to as temperament, which is early appearing, stable over time and there are individual differences in these styles.

Three main dispositional characteristics - inhibition/sociability, difficult temperament, and activity level have been found to influence children's interactions with others, particularly mother-child interaction. Inhibitions refer to a timid, vigilant and the restrained behavior style when faced with novel stimuli. Activity refers to the intensity and pace of a child's behavior and speech. Difficult temperament refers to the frequent and intense expression of negative emotions (Thomas and Chess, 1989).

As reported by Sanson and Rothbart (2002) parents often do not become believers in temperament until after the birth of their second child. Before this time, their child's behavior may be seen as the simple and direct outcome of their upbringing. With the second child, management strategies that worked well with the first child may not be effective. Problems experienced with the first child (in feeding, sleeping, coping with strangers) may not exist with the second, but new problems may arise. Such experiences suggest strongly that "nature" as well as "nurture" influences child development, that children differ from each other from very early in life, and that these differences have important implications for parent-child interaction.

Carolyn and Sheila (2009) examined child temperament and its relationship with child behavior problems and quality of mother-child interactions. Children who were perceived by their mothers as more active with a low attention span tended to have more behavior problems and to be more non accepting or noncompliant in their interactions with their mothers. Mothers of active children, in turn, were described as more negative and non-accepting in their responses to their children. Hence, mother-child interaction is influenced by the temperament of children and vice-versa.

It is important that parents also get a clear picture of their own temperament traits. Conflicts between parents and their children may arise due to temperament clashing. When there is temperament friction between parent and child, it is more reasonable to expect that the parent should make the first move to adapt. When a parent or caregiver understands the child's temperament, he or she can organize the environment so that "goodness of fit" happens (Kathy, 2002). Mother plays an important role in the transition of the egocentric child to the socialized one. She is the first informal teacher of the child

who prepares the child to face the strange world with confidence. The child-rearing practices used by parents contribute a lot the behavior of the child.

Understanding temperament is important because it helps caregivers better understand children's individual differences. By understanding temperament, caregivers can learn how to help children express their preferences, desires, and feelings appropriately.

## OBJECTIVE

To study the correlations between the child's emotional and mother's temperament.

## METHODOLOGY

Hisar district of Haryana state was selected for the present study. From Hisar district village Dobhi was selected purposively. 50 boys and 50 girls in the age group of 6 to 8 years were selected randomly from village Dobhi. The mothers of these children also participated in the study. Hence, the total sample for the study was 200 (50 boys and 50 girls and 100 mothers). There were two types of variables in the study, i.e. independent and dependent variable. A dependent variable is a variable presumed to be affected by one or more independent variables. Mother-child Interaction was taken as the dependent variable. Inventory was prepared and used.

## RESULT AND DISCUSSIONS

### Correlations between Children's Energy and Mother's Temperament

Correlations were computed to examine the relationship between child's temperament and mother's temperament. A few mild correlations were obtained between the child's and mother's temperament.

As shown in **Table 1** Children's energy was positive and significantly correlated with vigorous (0.22\*) and tolerance (0.19\*) dimensions of mother's temperament. Although not significant, a positive trend was observed between children's energy and reflective, impulsive, cooperative and persistence dimensions of mother's temperament.

**Table 1: Correlations between Children's Energy and Mother's Temperament**

Mother's Temperamental Dimensions	Child's Temperament Energy
Sociability	0.08
Ascendant	0.04
Secretiveness	0.05
Reflective	0.14
Impulsivity	0.10
Placid	0.04
Accepting	0.08
Responsible	0.01
Vigorous	0.22*
Cooperative	0.11
Persistence	0.13
Warmth	0.08
Aggressiveness	0.07
Tolerance	0.19*
Tough –minded	0.02

\*Significant at 5% level

## CONCLUSIONS

Highly energetic children were more likely to have mothers who were temperamentally vigorous, tolerant, reflective, impulsive, cooperative and persistent. This means mothers were tolerant, reflective, cooperative and persistent with their energetic children, though they themselves were also energetic (vigorous). These are indicators of 'goodness of fit'. Mothers also tended to be impulsive with highly energetic children. There are chances that highly energetic children either hurt others or get hurt. The reason could be that mothers tried to control more energetic children by being impulsive rather than taking time in thinking to protect their children or other children who could get hurt.

Vig and Jaswal (2008) studied the mothers' perception of their sons and daughters across two levels of perceived stress and across eight dimensions of the parent-child relationship. It was found that mothers who reported low stress showed significantly more acceptable behavior for their sons as compared to moderately stressed mothers.

## REFERENCES

1. Allard, L. T. and Hunter, A. 2014. *Developing a strong, beneficial relationship with your child*. Retrieved from <<http://csefel.vanderbilt.edu/resource/parenting-difficult-child>.
2. Thomas, A., & Chess, S. (2007). *Temperament and development*. New York, NY: Brunner/Mazel.
3. Anonymous. 2011. *Temperament and Parenting - Temperament.com*. Retrieved from <https://www.b-di.com/temperament.com/faqs.html>
4. Costa, P.T. and McCare, R.R. 2000. *Nature over nurture: Temperament, personality and life span development*. *Journal of Personality and Social Psychology*, 78 (1) : 173-186.
5. Griggs, M. S., Gagnon, S.G., Huelsman, T. J., Kidder-Ashley, P. and Ballard, M. 2009. *Student-teacher relationships matter: Moderation influences between temperament and preschool social competence*. *Psychology in the Schools*. 46 : 553-566.
6. Kashyap, I. 2013. *Temperament and development domains*, Unpublished Masters Thesis, HDFS, CCSHAU, Hisar.
7. Kathy, K. O. 2002. *Understanding Your Child's Temperament*. *Family Life Month Packet*. 5 : 1-2.
8. Kohnstamm, G. 1989. *Temperament in Childhood: cross-cultural and sex differences*. In G.A. Kohnstamm, J.E. Bates and M.K. Rothbart (Eds), *Temperament in Childhood* (pp.483-508). New York: Wiley.
9. Kumari, V. 2011. *Temperament, interpersonal competence and socio-metric status of 6 to 8 years old children*. Ph.D. Dissertation. Department of Human Development and Family Studies, I.C. College of Home Science, CCS Haryana Agricultural University, Hisar.
10. Malhotra, S. and Malhotra, A. 1988. *Malhotra's Temperament Schedule*. National Psychological Corporation. Agra.
11. Prior, M., Smart, D., Sanson, A.V. and Oberklaid, F. 1993. *Sex differences in psychological adjustment from infancy to 8 years*. *Journal of the American Academy of Child and Adolescent Psychiatry*, 32 : 291-304.
12. Mukti, Gill. "Thermo-tolerance in plants: physiological, biochemical and molecular characterization." *International Journal of Agricultural Science and Research (IJASR)* 4.4 (2014): 109-126.
13. Rothbart, M. K. and Bates, J. 2006. *Temperament*. In W. Damon (Series Ed), & N. Eisenberg (Vol. Ed), *Handbook of child psychology: Social emotional and personality development* (Vol. 3, 6th ed., pp. 99-166). New York: Wiley.
14. Sanson, A. and Rothbart, M. K. 2002. *Child temperament and parenting*. In M. Bornstein (Ed.), *Applied and practical parenting* (Vol. 4, pp. 299-321). Mahwah, NJ: Lawrence Erlbaum.

15. Steinberg, L. 2004. *The 10 basic principles of good parenting*. New York, NY: Simon & Schuster Paperbacks.
16. Thomas, A. and Chess, S. 1989. *Temperament and personality*. In: GA Kohnstamm, JE Bates and MK Rothbart (Eds.): *Temperament in Childhood*. New York: John Wiley and Sons, pp. 249-261.
17. Madhavalatha, L., and M. SUBBA RAO. "Performance of elite finger millet cultures for grain yield, yield influencing traits and blast tolerance." *International Journal of Agricultural Science and Research (IJASR)* 5.1 (2015): 111-114.
18. Rothbart, M. K. (2011). *Becoming who we are: Temperament and personality in development*. New York, NY: Guilford Press.
19. Walker, S., Berthelsen, D. and Irving, K. 2001. *Temperament and peer acceptance in early childhood: Sex and social status differences*. *Child Study Journal*, 31: 177-192.
20. Putnam, S. P., Ellis, L. K., & Rothbart, M. K. (2012). *The structure of temperament from infancy through adolescence*. In A. Elias & A. Angleitner (Eds.), *Advances in research on temperament* (pp. 165–182). Lengerich, Germany: Pabst Science.
21. Vig., D. and Jaswal, J.S. 2008. *Impact of Parental Stress on Their Relationship with Teenage Children*. *Home Comm. Sci.* 2(1): 51-57.

